

Content Title: HEALTH

Content Standard 1.0: Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and Fitness	1.2.1 Identify personal health practices that promote physical, mental and social health (sleep, diet, fitness, and personal hygiene).	1.3.1 Identify indicators of mental, emotional, social, and physical health during childhood.	1.5.1 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.	1.8.1 Explain the impact of personal health behaviors on the functioning of body systems.	1.12.1 Assess the impact of personal history, health care choices, and the aging process on individual health.
Growth and Development	1.2.2 Identify basic anatomy (i.e. eyes, nose, ears, etc.).	1.3.2 Describe the basic structure and function of human body systems.**	1.5.2 Name and explain the stages of growth and development.	1.8.2 Describe how growth and development relate to personal health decisions.	1.12.2 Examine the health implications of the aging process.
Nutrition	1.2.3 Describe how healthy eating promotes growth and well-being.	1.3.3 Identify essential components of a balanced diet and recognize their importance to growth and good health.	1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.	1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.	1.12.3 Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.
Substance use and abuse	1.2.4 Identify and differentiate between helpful and harmful drugs*.	1.3.4 Explain how drugs can affect the way people make decisions and perform tasks.	1.5.4 Describe how family, peers and information influence the use, misuse, and abuse of drugs.	1.8.4 Analyze the physiological and psychological effects of drug usage.	1.12.4 Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.
Injury/Violence Prevention and Safety	1.2.5 Identify hazardous conditions related to personal health and safety.	1.3.5 Explain how childhood injuries can be prevented or treated.	1.5.5 Explain procedures for personal safety when confronted with violence or other hazards.	1.8.5 Demonstrate knowledge and strategies for personal safety.	1.12.5 Identify hazardous conditions and develop appropriate intervention strategies.
Disease Prevention	1.2.6 Recognize basic prevention strategies for common illnesses.	1.3.6 Differentiate between communicable and noncommunicable diseases**.	1.5.6 Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.	1.8.6 Describe ways to reduce risk factors and increase resiliency related to adolescent health.	1.12.6 Analyze how research and medical advances influence the prevention and control of disease.

Content Title: HEALTH

Content Standard 1.0: Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Community / Consumer Health	1.2.7 Demonstrate the ability to locate school and community health helpers.	1.3.7 Explain how appropriate health care can prevent premature death and disability.	1.5.7 Identify programs designed to promote community health.	1.8.7 Identify laws and regulations made to protect the health of the community.	1.12.7 Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.
Environmental Health	1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).	1.3.8 Describe how physical, social, and emotional environments influence personal health.	1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.	1.8.8 Identify personal actions that contribute to the deterioration of the environment.	1.12.8 Analyze how the environment influences the health of the community.

*ATOD = Alcohol Tobacco and other Drugs

** Reference NRS 389.065 for exceptions

Content Title: HEALTH

Content Standard 2.0: Students will demonstrate the ability to access valid health information and health-promoting products and services (Accessing Information).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Disease Prevention		2.3.1 Examine the consequences of positive and negative health behaviors.	2.5.1 Identify community sources that provide preventive health care.	2.8.1 Differentiate health concerns as personal responsibility or professional responsibility.	2.12.1 Analyze health promotion and disease prevention efforts.
Community/Consumer Health	2.2.2 Identify positive and negative behaviors with need for health care.	2.3.2 Identify health care workers.	2.5.2 Describe situations requiring professional health services.	2.8.2 Identify characteristics of scientifically valid health information.	2.12.2 Critique sources of health information for accuracy.

Content Title: HEALTH

Content Standard 3.0: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (Self-management).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal health and fitness	3.2.1 Identify characteristics of bullies and victims.	3.3.1 Describe where to go and what to do in an unsafe situation.	3.5.1A List consequences of harassment, fighting and intimidation. 3.5.1B Demonstrate anger management techniques.	3.8.1A Apply conflict resolution techniques including peer mediation within the school environment. 3.8.1B Analyze the school environment for personal safety and security.	3.12.1 Create a school-wide plan providing for individual security and safety utilizing school and community resources.
Substance use and abuse	3.2.2 Identify basic refusal skills.	3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.	3.5.2 Demonstrate refusal skills and ways to seek assistance.	3.8.2 Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.	3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.
Injury, Violence Prevention & Safety	3.2.3 Demonstrate basic injury prevention and management strategies for personal health.	3.3.3A Identify hazards found in the home, school, and community and intervention strategies. 3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects / weapons.	3.5.3 Distinguish between safe and risky/harmful behaviors.	3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community. 3.8.3B Demonstrate compliance with school safety procedures including emergency drills.	3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health.
Disease Prevention	3.2.4 Identify stress.	3.3.4 Identify basic skills for managing stress.	3.5.4 Demonstrate strategies to manage stress.	3.8.4 Evaluate the role others play in stress.	3.12.4 Compare and contrast stress management techniques.
Community / Consumer Health		3.3.5 Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.	3.5.5 Perform basic safety, first aid, and life-saving techniques.	3.8.5 Perform advanced first aid procedures.	

Content Title: HEALTH

Content Standard 4.0: Students will analyze the influence of culture, media, technology, and other factors on health (Analyze influence).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and Fitness	4.2.1 Identify foods of various cultures.	4.3.1 Discuss nutrition and exercise habits in different cultures.	4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures.	4.8.1 Analyze how different cultures enrich and challenge health practices.	4.12.1 Evaluate cultural similarities and differences and effects on health.
Disease Prevention			4.5.2 Describe ways technology can influence health and chronic disease.	4.8.2 Evaluate the impact of technology on health and disease prevention.	4.12.2 Explore how technology is used to enhance health.
Community / Consumer Health	4.2.3 Identify health advertising in a variety of forms.	4.3.3 Explain how media influences decisions on health products and services.	4.5.3 Analyze how stated and implied messages from media influence health behaviors.	4.8.3 Critique a variety of consumer influences that affect health decisions.	4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.

Content Title: HEALTH

Content Standard 5.0: Students will demonstrate the ability to use interpersonal communication skills to enhance health (Interpersonal Communication).

	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and Fitness	5.2.1 Name basic verbal and non-verbal communication techniques.	5.3.1A Discuss the need for acceptable social skills with others. 5.3.1B Discuss acceptable social skills with others.		5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.	5.12.1 Utilize skills for communicating effectively.
Injury, Violence Prevention & Safety	5.2.2 Describe ways to communicate care, consideration, and respect for self and others.	5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.	5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.	5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.	5.12.2 Analyze a school plan for conflict management.

Content Title: HEALTH

Content Standard 6.0: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health (Decision Making & Goal Setting).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and fitness	6.2.1 Identify a decision-making process model.	6.3.1A Apply a decision-making process to resolve class identified health issues and problems. 6.3.1B Set an individual health goal and record progress.	6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences. 6.5.1B Set an individual health goal and identify the steps necessary to achieve it.	6.8.1A Apply a decision-making process to a significant health issue or problem. 6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks.	6.12.1 Formulate an effective plan for lifelong health enhancement.
Disease Prevention		6.3.2 Explain the consequences of individual health care decisions.	6.5.2 Predict how decisions regarding health behaviors have consequences for self and others.	6.8.2 Compare and contrast the short and long-term impact of health decisions on the individual and society.	6.12.2 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
Community / Consumer Health		6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.	6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.	6.8.3 Determine contacts for assistance with health issues.	6.12.3. Utilize the decision-making process to address complex community health issues.

Content Title: HEALTH

Content Standard 7.0: Students will demonstrate the ability to advocate for personal and community health (Advocacy).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Community/ Consumer Health	7.2.1 Identify positive health choices.	7.3.1A Demonstrate the ability to work cooperatively and productively with others. 7.3.1B Examine how individuals accept responsibility for taking care of the school.	7.5.1A Demonstrate the ability to work independently when promoting health for self and others. 7.5.1B Encourage others to make healthy choices.	7.8.1 Identify and research a community health issue and develop a plan of action.	7.12.1A Identify the methods for being a responsible voice for self and others when promoting health practices in the community. 7.12.1B Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.

Approved 3/8/00